

**Texas Education Agency  
Standard Application System (SAS)**

**2014–2016 Educator Excellence Innovation Program**

|                               |  |  |
|-------------------------------|--|--|
| <b>Program authority:</b>     | General Appropriations Act, Article III, Rider 47, 83 <sup>rd</sup> Texas Legislature  | <b>FOR TEA USE ONLY</b><br>Write NOGA ID here:<br><br><div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;">           Received<br/>           Texas Education Agency<br/>           2014 JAN 21 PM 3:26<br/>           Document Control Center<br/>           Grants Administration         </div> |
| <b>Grant period:</b>          | April 1, 2014, to August 31, 2016  |  |
| <b>Application deadline:</b>  | 5:00 p.m. Central Time, Thursday, January 23, 2014   | Place date stamp here  |
| <b>Submittal information:</b> | <b>Four</b> complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:<br>Document Control Center, Division of Grants Administration<br>Texas Education Agency<br>1701 North Congress Ave<br>Austin TX 78701-1494 |  |
| <b>Contact information:</b>   | Tim Regal: <a href="mailto:Tim.Regal@tea.state.tx.us">Tim.Regal@tea.state.tx.us</a><br>(512) 463-0961  |  |

**Schedule #1—General Information**

**Part 1: Applicant Information**

|   |                                   |   |
|---|-----------------------------------|---|
| Organization name<br>Beaumont Independent School District       | Vendor ID #<br><u>74-6000-317</u> | Mailing address line 1<br>4315 Concord Road |
| Mailing address line 2<br>3395 Harrison Avenue                  | City<br>Beaumont                  | State<br>TX                                 |
| County-<br>District #    Campus number and name<br>123-910    . | ESC Region #<br>Five (5)          | US Congressional<br>District #<br>TX-005    |
|   |                                   | ZIP Code<br>77703                           |

**DUNS #** 073923146

**Primary Contact**

|                               |   |                      |                                     |
|-------------------------------|---|----------------------|-------------------------------------|
| First name<br>Jackquelyn      | M.I.<br>S.  | Last name<br>Laverne | Title<br>Title I Assistant Director |
| Telephone #<br>(409) 617-5217 | Email address<br><a href="mailto:jlaverg@beaumont.k12.tx.us">jlaverg@beaumont.k12.tx.us</a> |                      | FAX #<br>(409) 617-5288             |

**Secondary Contact**

|                               |   |                     |                                   |
|-------------------------------|---|---------------------|-----------------------------------|
| First name<br>Cathy           | M.I.<br>F.  | Last name<br>Chavis | Title<br>Title I Program Director |
| Telephone #<br>(409) 617-5217 | Email address<br><a href="mailto:cchavis@beaumont.k12.tx.us">cchavis@beaumont.k12.tx.us</a> |                     | FAX #<br>(409) 617-5288           |

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

|                                |   |                       |                                    |
|--------------------------------|---|-----------------------|------------------------------------|
| First name<br>Dr. Timothy      | M.I.<br>B.  | Last name<br>Chargois | Title<br>Superintendent of Schools |
| Telephone #<br>(409) 617-5001  | Email address<br><a href="mailto:tchargo@beaumont.k12.tx.us">tchargo@beaumont.k12.tx.us</a> |                       | FAX #<br>(409) 617-5184            |
| Signature (blue ink preferred) |   |                       | Date signed                        |

**January 16, 2014**

*Only the legally responsible party may sign this application.*

**Schedule #1—General Information (cont.)**County-district number or vendor ID: 123-910

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

| Schedule # | Schedule Name   | Application Type                    |                          |
|------------|---|-------------------------------------|--------------------------|
|            |   | New                                 | Amended                  |
| 1          | General Information   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2          | Required Attachments and Provisions and Assurances          | <input checked="" type="checkbox"/> | N/A                      |
| 4          | Request for Amendment                                       | N/A                                 | <input type="checkbox"/> |
| 5          | Program Executive Summary                                   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6          | Program Budget Summary                                      | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 7          | Payroll Costs (6100)  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 8          | Professional and Contracted Services (6200)                 | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 9          | Supplies and Materials (6300)                               | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 10         | Other Operating Costs (6400)                                | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 11         | Capital Outlay (6600/15XX)                                  | <input type="checkbox"/>            | <input type="checkbox"/> |
| 12         | Demographics and Participants to Be Served with Grant Funds | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 13         | Needs Assessment  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 14         | Management Plan   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 15         | Project Evaluation  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 16         | Responses to Statutory Requirements                         | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 17         | Responses to TEA Requirements                               | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**County-district number or vendor ID: 123-910

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

| #   | Applicant Type | Name of Required Fiscal-Related Attachment |
|---|----------------|--|
| No fiscal-related attachments are required for this grant.  |                |  |
| No program-related attachments are required for this grant. |                |  |

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

| X                                   | Acceptance and Compliance  |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .  |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .  |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.  |
| <input checked="" type="checkbox"/> | I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements. |

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**County-district number or vendor ID: 123-910

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

| #  | Provision/Assurance   |
|----|---|
| 1. | The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. |
| 2. | The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.   |
| 3. | Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.  |
| 4. | Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.  |
| 5. | The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.   |
| 6. | Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.   |
| 7. | Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.  |

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 123-910

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**Executive Summary**Overview and Introduction

The Beaumont Innovative, Career-Pathways, and Mentoring for Educators (BICME) Project, an Educator Excellence Innovation Program Consortium, is a collaboration of Beaumont Independent School District (BISD), Lamar University (LU), and the Regions Four/Five/Thirteen Education Service Centers (ESC-4/ESC-13). The foundation for the program is based on professional and state standards for teachers and students.

The **frameworks** for the BICME project are research-based standards as stipulated by the state's Texas Beginning Educator Support System (TxBESS), the Performance-based Academic Coaching Teams (PACT), the 5-E Learning Cycle Model, the Ten Components of School-Wide Title I Programs, and the Quality Core Curriculum (i.e., TEKS) standards that inform the work and propel the mentoring and induction professional development activities. Funds will be used for mentor's training, high-quality professional development, improving teacher career pathways, stipends, and release time.

The overarching goal of the BICME project is to assist Beginning and Novice educators to experience success during their initial years of teaching that will propel them to establish a solid foundation for their individualized career pathways, enable them to grow through professional development opportunities, and motivate them to seek advanced degrees and/or become Master Reading/Mathematics Teacher (MRT/MMT) certificated or become instructional coaches/leaders. In addition, the Beaumont Innovative, Career-Pathways, and Mentoring for Educators project targets new BISD teachers to give them a system of support and collaboration; thereby, reducing teacher attrition and increase teacher retention rates.

The Purpose of the BICME Project

Research suggests that both Beginning and Novice teachers have the tendency to be overwhelmed by the dynamics and rigors of public education system; and as such, are likely to seek alternative profession(s) outside education. The majority of these created vacancies are in the core academic areas of mathematics, reading/writing, science, and special education.

The purposes of the Beaumont Innovative, Career-Pathways, and Mentoring for Educators project are to systematically restructure BISD educator quality and teaching effectiveness to improve student overall academic achievement by: improved innovative campus-based and district-wide recruitment, preparation, hiring, induction, mentor-mentee collaboration, quantitative/qualitative evaluation, high-quality and ongoing professional development opportunities, career pathways, meaningful compensation, and retention so as to transform district and school administrative practices that have the potential to improve quality, effectiveness, efficiency and to use data-driven evaluative research.

The BISD and BICME project includes: providing beginning/novice teachers with orientation to local district and campus policies and procedures, high-quality mentoring/induction process, common planning time to collaborate on student achievement, ongoing professional development tailored for the beginning/novice teachers, professional learning communities as well as mentor-mentee skills and relationships.

**Project Design and Description**Needs Assessment, Challenges, and Mentor-Mentee Relationships

The BICME project Team Management understands that successful mentoring programs require careful planning and management, commitment from multiple levels, and sufficient financial and non-financial resources. According to the Legislative Budget Board (LBB) Executive Summary, Beaumont ISD has not established a formal system for mentoring and supporting beginning teachers.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #5—Program Executive Summary (cont.)**County-district number or vendor ID: **123-910**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Survey results revealed the challenges in providing a supportive structure for mentoring activities. Fifty-seven percent of reporting campuses assessed their own mentoring programs as 'work in progress.' Only 11 percent felt that their mentoring program contained a broad range of activities and positively affected all beginning teachers. Funding for stipends, training for mentors and time for mentoring activities are the most prevalent barriers.

The analysis of administrative data revealed important findings and some troubling characteristics of teacher attrition:

1. High Turnover Rates: Variations in teacher turnover rates for individual campuses, on average, were far higher than the variation in district teacher attrition rates. Teacher turnover rates were usually higher for secondary schools, especially high schools, highly diverse campuses, and low-performing schools in meeting state/federal standards.
2. The Impact of Longevity on Teacher Attrition: Teacher attrition declined as teacher experience increased. About one-fourth to one-third of inexperienced teachers (i.e., less than 5 years experience) leave the district. Teachers' degree, ethnicity, and gender were generally not strongly associated with teacher attrition.
3. Effects of Longevity/Expertise on Teacher Turnover Rates: Turnover rates declined dramatically for teachers with more than six years teaching experience. Across the BISD campuses, high percentages (30 percent to 58 percent) of Beginner (0-2 Year) and Novice (3-5 Years) teachers left the district or moved campuses.
4. Teachers' Age and Turnover Rates: Teachers less than 30 years old were significantly more likely to move from one school to another.

Challenges to new teachers include: (1) School wide use of unique instructional approaches which the beginning teacher has little or no prior preparation. (2) Assignment of the new teacher to a subject or grade level in which he or she has no prior contact or field preparation. (3) The presence of many new teachers, all of whom need some degree of mentoring.

The lack of time for learning new skills and for getting or giving support is another prevalent obstacle for beginning teachers and their mentors. The most common expression of novice teachers is "feeling overwhelmed" by their students, by lesson planning, by new responsibilities, by paperwork, and more. At this stage, time is a most precious resource.

Project Goals and Objectives : The goals of the BICME Project are:

- I. To provide support for Beginning and Novice teachers to reduce the feeling of frustration and being overwhelmed through the restructuring of district/campus induction, mentoring, and professional development.
- II. To improve student achievement by increasing teacher performance and effectiveness through activities that are conducted by highly qualified teachers that include best practices, high-quality, and ongoing professional development for all participants.
- III. To provide support and training for mentor teachers, to train administrators to support beginning/novice teachers and mentors, and implement strategies to attract high-quality/highly qualified teachers to high need campuses.
- IV. To decrease beginning and novice teacher attrition/turnover rate.

The objectives of the BICME Project are:

1. Provide mentoring to Beginning and Novice teachers to create high quality, successful teachers
2. Provide quality professional development for mentor teachers, Beginning teachers and Novice teachers that participate in the program
3. Increase the retention rates for Beginning teachers and Novice teachers throughout the program
4. Teachers with 6+ years of experience will have opportunities to work on their Career Pathways

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

# Texas Education Agency Standard Application System (SAS)

| Schedule #6—Program Budget Summary   |   |                          |                           |                                    |                         |                           |                       |                         |  |
|--|---|--------------------------|---------------------------|------------------------------------|-------------------------|---------------------------|-----------------------|-------------------------|--|
| County-district number or vendor ID: <u>123-910</u>  |   |                          |                           | Amendment # (for amendments only): |                         |                           |                       |                         |  |
| Program authority: General Appropriations Act, Article III, Rider 47, 83 <sup>rd</sup> Texas Legislature |   |                          |                           |                                    |                         |                           |                       |                         |  |
| Project period: April 1, 2014, through August 31, 2016   |   |                          |                           |                                    |                         |                           |                       |                         |  |
| Fund code: 429   |   |                          |                           |                                    |                         |                           |                       |                         |  |
| Part 1: Budget Summary   |   |                          |                           |                                    |                         |                           |                       |                         |  |
| Schedule #   | Title   | Class/<br>Object<br>Code | Year 1 (4/1/14 – 8/31/15) |                                    |                         | Year 2 (9/1/14 – 8/31/16) |                       |                         |  |
|  |   |                          | Direct Program<br>Costs   | Direct Admin<br>Costs              | Total Budgeted<br>Costs | Direct Program<br>Costs   | Direct Admin<br>Costs | Total Budgeted<br>Costs |  |
| Schedule #7  | Payroll Costs (6100)                              | 6100                     | \$618,000.00              | \$86,000.00                        | \$704,000.00            | \$618,000.00              | \$86,000.00           | \$704,000.00            |  |
| Schedule #8  | Professional and<br>Contracted Services<br>(6200) | 6200                     | \$30,000.00               | \$0.00                             | \$30,000.00             | \$30,000.00               | \$0.00                | \$30,000.00             |  |
| Schedule #9  | Supplies and<br>Materials (6300)                  | 6300                     | \$100,000.00              | \$10,000.00                        | \$110,000.00            | \$100,000.00              | \$10,000.00           | \$110,000.00            |  |
| Schedule #10   | Other Operating<br>Costs (6400)                   | 6400                     | \$156,000.00              | \$0.00                             | \$156,000.00            | \$156,000.00              | \$0.00                | \$156,000.00            |  |
| Schedule #11   | Capital Outlay<br>(6600/15XX)                     | 6600/<br>15XX            | \$0.00                    | \$0.00                             | \$0.00                  | \$0.00                    | \$0.00                | \$0.00                  |  |
| Total direct costs:  |   |                          | \$904,000.00              | \$96,000.00                        | \$1,000,000.00          | \$904,000.00              | \$96,000.00           | \$1,000,000.00          |  |
| Percentage% indirect costs (see note):   |   |                          | N/A                       | \$0%                               | \$0.00                  | N/A                       | \$0%                  | \$0.00                  |  |
| Grand total of budgeted costs (add all entries in<br>each column):                                       |   |                          | \$904,000.00              | \$96,000.00                        | \$1,000,000.00          | \$904,000.00              | \$96,000.00           | \$1,000,000.00          |  |
| Administrative Cost Calculation  |   |                          |                           |                                    |                         |                           |                       |                         |  |
| Enter the total grant amount requested:  |   |                          | Year 1                    |                                    |                         | Year 2                    |                       |                         |  |
|  |   |                          | \$1,000,000.00            |                                    |                         | \$1,000,000.00            |                       |                         |  |
| Percentage limit on administrative costs established for the program (10%):                              |   |                          | x .10                     |                                    |                         | x .10                     |                       |                         |  |
| Multiply and round down to the nearest whole dollar. Enter the result.                                   |   |                          |                           |                                    |                         |                           |                       |                         |  |
| This is the maximum amount allowable for administrative costs, including indirect costs:                 |   |                          | \$100,000.00              |                                    |                         | \$100,000.00              |                       |                         |  |

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

| For TEA Use Only                                |                      |
|---|----------------------|
| Changes on this page have been confirmed with:  | On this date:        |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

**Schedule #7—Payroll Costs (6100)**County-district number or vendor ID: 123-910

Amendment # (for amendments only):

| Employee Position Title                    |   |   | Estimated<br># of<br>Positions<br>100%<br>Grant<br>Funded | Estimated<br># of<br>Positions<br><100%<br>Grant<br>Funded | Year 1    | Year 2    |
|--|---|---|---|--|-----------|-----------|
| Academic/Instructional                     |   |   |   |  |           |           |
| 1  | Teacher   |   |   |  | \$        | \$        |
| 2  | Educational aide  |   |   |  | \$        | \$        |
| 3  | Tutor   |   |   |  | \$        | \$        |
| Program Management and Administration      |   |   |   |  |           |           |
| 4  | Project director  |   | 1   |  | \$86,000  | \$86,000  |
| 5  | Project coordinator   |   |   |  | \$        | \$        |
| 6  | Teacher facilitator   |   |   |  | \$        | \$        |
| 7  | Teacher supervisor  |   |   |  | \$        | \$        |
| 8  | Secretary/administrative assistant  |   |   |  | \$        | \$        |
| 9  | Data entry clerk  |   |   |  | \$        | \$        |
| 10   | Grant accountant/bookkeeper   |   |   |  | \$        | \$        |
| 11   | Evaluator/evaluation specialist   |   |   |  | \$        | \$        |
| Auxiliary                                  |   |   |   |  |           |           |
| 12   | Counselor   |   |   |  | \$        | \$        |
| 13   | Social worker   |   |   |  | \$        | \$        |
| 14   | Community liaison/parent coordinator  |   |   |  | \$        | \$        |
| Other Employee Positions                   |   |   |   |  |           |           |
| 15   | Title   |   |   |  | \$        | \$        |
| 16   | Title   |   |   |  | \$        | \$        |
| 17   | Title   |   |   |  | \$        | \$        |
| 18   | Subtotal employee costs:  |   |   |  | \$86,000  | \$86,000  |
| Substitute, Extra-Duty Pay, Benefits Costs |   |   |   |  |           |           |
| 19   | 6112  | Substitute pay: <b>Mentors, Mentees, Induction, and Conference Days</b> |   |  | \$198,000 | \$198,000 |
| 20   | 6119  | Professional staff extra-duty pay: <b>(See Justification Below)</b>     |   |  | \$420,000 | \$420,000 |
| 21   | 6121  | Support staff extra-duty pay  |   |  | \$0       | \$0       |
| 22   | 6140  | Employee benefits:  |   |  | \$0       | \$0       |
| 23   | 61XX  | Tuition remission (IHEs only)   |   |  | \$0       | \$0       |
| 24   | Subtotal substitute, extra-duty, benefits costs   |   |   |  | \$618,000 | \$618,000 |
| 25   | Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs): |   |   |  | \$704,000 | \$704,000 |

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

**Extra Duty Pay (i.e., Stipends ) for Mentors**

152 teachers with 0-2 years of experience (Target is 100% participation)

177 teachers with 3-5 years of experience (Target is 50% participation)

240 Mentees at 2 mentees per mentor (120 Mentors needed)

\$3,500.00 per mentor (\$420,000 total cost) – distributed as:

\$500.00 → After Initial TxBESS Training

\$1,500.00 → At the end of first semester (1/2015)

\$1,500.00 → At the end of second semester (06/2015)



| <b>Schedule #8—Professional and Contracted Services (6200)</b>   |  |                          |  |               |
|--|--|--------------------------|--|---------------|
| County-district number or vendor ID: 123-910   |  |                          | Amendment # (for amendments only):               |               |
| <b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. |  |                          |  |               |
| Expense Item Description   |  |                          | Year 1   | Year 2        |
| 6269   | Rental or lease of buildings, space in buildings, or land                                  |                          | \$   | \$            |
|  | Specify purpose:   |                          |  |               |
| 6299   | Contracted publication and printing costs (specific approval required only for nonprofits) |                          | \$   | \$            |
|  | Specify purpose:   |                          |  |               |
| a. Subtotal of professional and contracted services (6200) costs requiring specific approval:  |  |                          | \$   | \$            |
| <b>Professional Services, Contracted Services, or Subgrants Less Than \$10,000</b>   |  |                          |  |               |
| #  | Description of Service and Purpose   | Check If Subgrant        | Year 1   | Year 2        |
| 1  | Consultant for staff development in classroom management                                   | <input type="checkbox"/> | \$5,000  | \$5,000       |
| 2  | Consultant for staff development in curriculum   | <input type="checkbox"/> | \$5,000  | \$5,000       |
| 3  | Consultant for staff development in differentiated instruction                             | <input type="checkbox"/> | \$5,000  | \$5,000       |
| 4  |  | <input type="checkbox"/> | \$   | \$            |
| 5  |  | <input type="checkbox"/> | \$   | \$            |
| 6  |  | <input type="checkbox"/> | \$   | \$            |
| 7  |  | <input type="checkbox"/> | \$   | \$            |
| 8  |  | <input type="checkbox"/> | \$   | \$            |
| 9  |  | <input type="checkbox"/> | \$   | \$            |
| 10   |  | <input type="checkbox"/> | \$   | \$            |
| b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:  |  |                          | \$15,000   | \$15,000      |
| <b>Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000</b>  |  |                          |  |               |
|  | Specify topic/purpose/service:   |                          | <input type="checkbox"/> Yes, this is a subgrant |               |
|  | Describe topic/purpose/service:  |                          |  |               |
|  | <b>Contractor's Cost Breakdown of Service to Be Provided</b>                               |                          | <b>Year 1</b>                                    | <b>Year 2</b> |
| 1  | Contractor's payroll costs   | # of positions: 1        | \$15,000   | \$15,000      |
|  | Contractor's subgrants, subcontracts, subcontracted services                               |                          | \$   | \$            |
|  | Contractor's supplies and materials  |                          | \$   | \$            |
|  | Contractor's other operating costs   |                          | \$   | \$            |
|  | Contractor's capital outlay (allowable for subgrants only)                                 |                          | \$   | \$            |
|  | Total budget:  |                          | \$15,000   | \$15,000      |

**Region Four Education Service (ESC-4) TxBESS Service Provider****TxBESS Mentor Training for Mentors and Administrators:**

Mentors: 120 Mentors @ \$100/Mentor = \$12,000.00

Campus Administrators: 25 Campus-based leadership @ \$100/each = \$2,500

District Administrators: 5 BISD ADMIN @ \$100 each = \$500.00

| <b>Schedule #8—Professional and Contracted Services (6200) (cont.)</b>                                    |  |   |  |               |
|---|--|---|--|---------------|
| County-District Number or Vendor ID: <u>123-910</u>   |  | Amendment number (for amendments only): |  |               |
| <b>Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)</b> |  |   |  |               |
| 2   | Specify topic/purpose/service:                               |   | <input type="checkbox"/> Yes, this is a subgrant |               |
|   | Describe topic/purpose/service:                              |   |  |               |
|   | <b>Contractor's Cost Breakdown of Service to Be Provided</b> |   | <b>Year 1</b>                                    | <b>Year 2</b> |
|   | Contractor's payroll costs                                   | # of positions:                         | \$   | \$            |
|   | Contractor's subgrants, subcontracts, subcontracted services |   | \$   | \$            |
|   | Contractor's supplies and materials                          |   | \$   | \$            |
|   | Contractor's other operating costs                           |   | \$   | \$            |
|   | Contractor's capital outlay (allowable for subgrants only)   |   | \$   | \$            |
| Total budget:   |  | \$                                      | \$   |               |
| 3   | Specify topic/purpose/service:                               |   | <input type="checkbox"/> Yes, this is a subgrant |               |
|   | Describe topic/purpose/service:                              |   |  |               |
|   | <b>Contractor's Cost Breakdown of Service to Be Provided</b> |   | <b>Year 1</b>                                    | <b>Year 2</b> |
|   | Contractor's payroll costs                                   | # of positions:                         | \$   | \$            |
|   | Contractor's subgrants, subcontracts, subcontracted services |   | \$   | \$            |
|   | Contractor's supplies and materials                          |   | \$   | \$            |
|   | Contractor's other operating costs                           |   | \$   | \$            |
|   | Contractor's capital outlay (allowable for subgrants only)   |   | \$   | \$            |
| Total budget:   |  | \$                                      | \$   |               |
| 4   | Specify topic/purpose/service:                               |   | <input type="checkbox"/> Yes, this is a subgrant |               |
|   | Describe topic/purpose/service:                              |   |  |               |
|   | <b>Contractor's Cost Breakdown of Service to Be Provided</b> |   | <b>Year 1</b>                                    | <b>Year 2</b> |
|   | Contractor's payroll costs                                   | # of positions:                         | \$   | \$            |
|   | Contractor's subgrants, subcontracts, subcontracted services |   | \$   | \$            |
|   | Contractor's supplies and materials                          |   | \$   | \$            |
|   | Contractor's other operating costs                           |   | \$   | \$            |
|   | Contractor's capital outlay (allowable for subgrants only)   |   | \$   | \$            |
| Total budget:   |  | \$                                      | \$   |               |
| 5   | Specify topic/purpose/service:                               |   | <input type="checkbox"/> Yes, this is a subgrant |               |
|   | Describe topic/purpose/service:                              |   |  |               |
|   | <b>Contractor's Cost Breakdown of Service to Be Provided</b> |   | <b>Year 1</b>                                    | <b>Year 2</b> |
|   | Contractor's payroll costs                                   | # of positions:                         | \$   | \$            |
|   | Contractor's subgrants, subcontracts, subcontracted services |   | \$   | \$            |
|   | Contractor's supplies and materials                          |   | \$   | \$            |
|   | Contractor's other operating costs                           |   | \$   | \$            |
|   | Contractor's capital outlay (allowable for subgrants only)   |   | \$   | \$            |
| Total budget:   |  | \$                                      | \$   |               |

| <b>Schedule #8—Professional and Contracted Services (6200) (cont.)</b>   |  |   |  |               |
|--|--|---|--|---------------|
| County-District Number or Vendor ID: <u>123-910</u>  |  | Amendment number (for amendments only): |  |               |
| <b>Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)</b>                |  |   |  |               |
| 6  | Specify topic/purpose/service:                               |   | <input type="checkbox"/> Yes, this is a subgrant |               |
|  | Describe topic/purpose/service:                              |   |  |               |
|  | <b>Contractor's Cost Breakdown of Service to Be Provided</b> |   | <b>Year 1</b>                                    | <b>Year 2</b> |
|  | Contractor's payroll costs                                   | # of positions:                         | \$   | \$            |
|  | Contractor's subgrants, subcontracts, subcontracted services |   | \$   | \$            |
|  | Contractor's supplies and materials                          |   | \$   | \$            |
|  | Contractor's other operating costs                           |   | \$   | \$            |
|  | Contractor's capital outlay (allowable for subgrants only)   |   | \$   | \$            |
| Total budget:  |  | \$                                      | \$   |               |
| 7  | Specify topic/purpose/service:                               |   | <input type="checkbox"/> Yes, this is a subgrant |               |
|  | Describe topic/purpose/service:                              |   |  |               |
|  | <b>Contractor's Cost Breakdown of Service to Be Provided</b> |   | <b>Year 1</b>                                    | <b>Year 2</b> |
|  | Contractor's payroll costs                                   | # of positions:                         | \$   | \$            |
|  | Contractor's subgrants, subcontracts, subcontracted services |   | \$   | \$            |
|  | Contractor's supplies and materials                          |   | \$   | \$            |
|  | Contractor's other operating costs                           |   | \$   | \$            |
|  | Contractor's capital outlay (allowable for subgrants only)   |   | \$   | \$            |
| Total budget:  |  | \$                                      | \$   |               |
| 8  | Specify topic/purpose/service:                               |   | <input type="checkbox"/> Yes, this is a subgrant |               |
|  | Describe topic/purpose/service:                              |   |  |               |
|  | <b>Contractor's Cost Breakdown of Service to Be Provided</b> |   | <b>Year 1</b>                                    | <b>Year 2</b> |
|  | Contractor's payroll costs                                   | # of positions:                         | \$   | \$            |
|  | Contractor's subgrants, subcontracts, subcontracted services |   | \$   | \$            |
|  | Contractor's supplies and materials                          |   | \$   | \$            |
|  | Contractor's other operating costs                           |   | \$   | \$            |
|  | Contractor's capital outlay (allowable for subgrants only)   |   | \$   | \$            |
| Total budget:  |  | \$                                      | \$   |               |
| <b>a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:</b>        |  | <b>\$0</b>                              | <b>\$0</b>                                       |               |
| <b>b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:</b>                       |  | <b>\$15,000</b>                         | <b>\$15,000</b>                                  |               |
| <b>c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:</b>       |  | <b>\$15,000</b>                         | <b>\$15,000</b>                                  |               |
| <b>d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:</b> |  | <b>\$0</b>                              | <b>\$0</b>                                       |               |
| <b>(Sum of lines a, b, c, and d) Grand total</b>   |  | <b>\$30,000.00</b>                      | <b>\$30,000.00</b>                               |               |

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

| Schedule #9—Supplies and Materials (6300)                    |  |                                      |  |   |           |           |           |
|--|--|--------------------------------------|--|---|-----------|-----------|-----------|
| County-District Number or Vendor ID: 123-910                 |  |                                      |  | Amendment number (for amendments only): |           |           |           |
| Expense Item Description                                     |  |                                      |  |   |           |           |           |
| 6399   | Technology Hardware—Not Capitalized  |                                      |  |   |           |           |           |
|  | #  | Type                                 | Purpose  | Quantity                                | Unit Cost | Year 1    | Year 2    |
|  | 1  | Material for Mentor Training         | 150 @ \$20.00 each = <u>\$3,000.00</u>   | 150                                     | \$20.00   | \$110,000 | \$110,000 |
|  | 2  | Mentee-Mentor Training Materials     | Program Cost → Supplies and Training Materials/Resources for Mentors and Mentees | 1                                       | \$97,000  |           |           |
|  | 3  | Office Supplies for Program Director | General office supplies to run the administrative side of the program            | 1                                       | \$10,000  |           |           |
|  | 4  |                                      |  |   | \$        |           |           |
|  | 5  |                                      |  |   | \$        |           |           |
| 6399   | Technology software—Not capitalized  |                                      |  |   |           | \$        | \$        |
| 6399   | Supplies and materials associated with advisory council or committee         |                                      |  |   |           | \$        | \$        |
| Subtotal supplies and materials requiring specific approval: |  |                                      |  |   |           | \$        | \$        |
|  | Remaining 6300—Supplies and materials that do not require specific approval: |                                      |  |   |           | \$        | \$        |
| Grand total:   |  |                                      |  |   |           | \$110,000 | \$110,000 |

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

**Schedule #10—Other Operating Costs (6400)**

| County-District Number or Vendor ID: <u>123-910</u>                         |  | Amendment number (for amendments only): |                  |
|---|--|---|------------------|
| Expense Item Description  |  | Year 1                                  | Year 2           |
| 6411  | Out-of-state travel for employees (includes registration fees)   | \$0                                     | \$0              |
|   | Specify purpose:   |   |                  |
| 6412  | Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.     | \$0                                     | \$0              |
|   | Specify purpose:   |   |                  |
| 6413  | Stipends for non-employees (specific approval required only for nonprofit organizations)   | \$0                                     | \$0              |
|   | Specify purpose:   |   |                  |
| 6419  | Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations | \$0                                     | \$0              |
|   | Specify purpose:   |   |                  |
| 6411/<br>6419   | Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees                         | \$0                                     | \$0              |
|   | Specify purpose:   |   |                  |
| 6429  | Actual losses that could have been covered by permissible insurance  | \$0                                     | \$0              |
| 6490  | Indemnification compensation for loss or damage  | \$0                                     | \$0              |
| 6490  | Advisory council/committee travel or other expenses  | \$0                                     | \$0              |
| 6499  | Membership dues in civic or community organizations (not allowable for university applicants)  | \$0                                     | \$0              |
|   | Specify name and purpose of organization:  |   |                  |
| 6499  | Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)                                       | \$0                                     | \$0              |
|   | Specify purpose:   |   |                  |
| Subtotal other operating costs requiring specific approval:                 |  | \$0                                     | \$0              |
| Remaining 6400—Other operating costs that do not require specific approval: |  | \$156,000                               | \$156,000        |
| <b>Grand total:</b>   |  | <b>\$156,000</b>                        | <b>\$156,000</b> |

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

**Schedule #11—Capital Outlay (6600/15XX)**County-District Number or Vendor ID: 123-910

Amendment number (for amendments only):

**15XX is only for use by charter schools sponsored by a nonprofit organization.**

| #   | Description/Purpose | Quantity | Unit Cost | Year 1    | Year 2    |
|---|---------------------|----------|-----------|-----------|-----------|
| <b>6669/15XX—Library Books and Media (capitalized and controlled by library)</b>  |                     |          |           |           |           |
| 1   |                     | N/A      | N/A       | \$        | \$        |
| <b>66XX/15XX—Technology hardware, capitalized</b>   |                     |          |           |           |           |
| 2   |                     |          | \$        | \$        | \$        |
| 3   |                     |          | \$        | \$        | \$        |
| 4   |                     |          | \$        | \$        | \$        |
| 5   |                     |          | \$        | \$        | \$        |
| 6   |                     |          | \$        | \$        | \$        |
| 7   |                     |          | \$        | \$        | \$        |
| 8   |                     |          | \$        | \$        | \$        |
| 9   |                     |          | \$        | \$        | \$        |
| 10  |                     |          | \$        | \$        | \$        |
| 11  |                     |          | \$        | \$        | \$        |
| <b>66XX/15XX—Technology software, capitalized</b>   |                     |          |           |           |           |
| 12  |                     |          | \$        | \$        | \$        |
| 13  |                     |          | \$        | \$        | \$        |
| 14  |                     |          | \$        | \$        | \$        |
| 15  |                     |          | \$        | \$        | \$        |
| 16  |                     |          | \$        | \$        | \$        |
| 17  |                     |          | \$        | \$        | \$        |
| 18  |                     |          | \$        | \$        | \$        |
| <b>66XX/15XX—Equipment, furniture, or vehicles</b>  |                     |          |           |           |           |
| 19  |                     |          | \$        | \$        | \$        |
| 20  |                     |          | \$        | \$        | \$        |
| 21  |                     |          | \$        | \$        | \$        |
| 22  |                     |          | \$        | \$        | \$        |
| 23  |                     |          | \$        | \$        | \$        |
| 24  |                     |          | \$        | \$        | \$        |
| 25  |                     |          | \$        | \$        | \$        |
| 26  |                     |          | \$        | \$        | \$        |
| 27  |                     |          | \$        | \$        | \$        |
| 28  |                     |          | \$        | \$        | \$        |
| <b>66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life</b> |                     |          |           |           |           |
| 29  |                     |          |           | \$        | \$        |
| <b>Grand total:</b>   |                     |          |           | <b>\$</b> | <b>\$</b> |

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

| <b>Schedule #12—Demographics and Participants to Be Served with Grant Funds</b>  |               |                   |   |                   |                   |
|--|---------------|-------------------|---|-------------------|-------------------|
| County-district number or vendor ID: 123-910   |               |                   | Amendment # (for amendments only):  |                   |                   |
| <b>Part 1: Student Demographics.</b> Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. |               |                   |   |                   |                   |
| <b>Total enrollment:</b>   |               |                   |   |                   |                   |
| <b>Category</b>  | <b>Number</b> | <b>Percentage</b> | <b>Category</b>   | <b>Percentage</b> |                   |
| African American   | 12,267        | 61.8%             | Attendance rate   | 95.7%             |                   |
| Hispanic   | 3,795         | 19.1%             | Annual dropout rate (Gr 9-12)   | 1.6%              |                   |
| White  | 2,768         | 13.9%             | TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator) | 76.0%             |                   |
| Asian  | 588           | 3.0%              | TAKS commended 2011 performance, all tests (sum of all grades tested)                           | 14.0%             |                   |
| Economically disadvantaged   | 13,231        | 66.7%             | Students taking the ACT and/or SAT  | 68.8%             |                   |
| Limited English proficient (LEP)   | 1,512         | 7.6%              | Average SAT score (number value, not a percentage)  | 900               |                   |
| Disciplinary placements  | 640           | 3.39%             | Average ACT score (number value, not a percentage)  | 17.6              |                   |
| <b>Comments</b>  |               |                   |   |                   |                   |
| <b>Source of Data:</b> Data was obtained from the District's 2010-2011/2011-2012 AEIS and PEIMS Reports.   |               |                   |   |                   |                   |
| <b>Part 2: Teacher Demographics.</b> Enter the data requested. If data is not available, enter DNA.  |               |                   |   |                   |                   |
| <b>Category</b>  | <b>Number</b> | <b>Percentage</b> | <b>Category</b>   | <b>Number</b>     | <b>Percentage</b> |
| African American   | 596           | 42.5%             | No degree   | 4                 | 0.3%              |
| Hispanic   | 62            | 4.4%              | Bachelor's degree   | 1,024             | 72.9%             |
| White  | 720           | 51.2%             | Master's degree   | 375               | 26.7%             |
| Asian  | 11            | 0.8%              | Doctorate   | 2                 | 0.2%              |
| 1-5 years exp.   | 334           | 23.8%             | Avg. salary, 1-5 years exp.   | \$42,374.00       | N/A               |
| 6-10 years exp.  | 284           | 20.2%             | Avg. salary, 6-10 years exp.  | \$43,890.00       | N/A               |
| 11-20 years exp.   | 398           | 28.2%             | Avg. salary, 11-20 years exp.   | \$47,434.00       | N/A               |
| Over 20 years exp.   | 356           | 25.3%             | Avg. salary, over 20 years exp.   | \$57,253.00       | N/A               |

**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**County-district number or vendor ID: **123-910**

Amendment # (for amendments only):

**Part 3: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

| School Type                       | PK<br>(3-4) | K    | 1    | 2    | 3    | 4    | 5    | 6    | 7    | 8    | 9    | 10   | 11   | 12   | Total |
|-----------------------------------|-------------|------|------|------|------|------|------|------|------|------|------|------|------|------|-------|
| Public                            | 1564        | 1574 | 1535 | 1439 | 1473 | 1356 | 1380 | 1416 | 1318 | 1350 | 1532 | 1419 | 1258 | 1234 | 19848 |
| Open-enrollment<br>charter school |             |      |      |      |      |      |      |      |      |      |      |      |      |      |       |
| Public institution                |             |      |      |      |      |      |      |      |      |      |      |      |      |      |       |
| Private nonprofit                 |             |      |      |      |      |      |      |      |      |      |      |      |      |      |       |
| Private for-profit                |             |      |      |      |      |      |      |      |      |      |      |      |      |      |       |
| <b>TOTAL:</b>                     | 1564        | 1574 | 1535 | 1439 | 1473 | 1356 | 1380 | 1416 | 1318 | 1350 | 1532 | 1419 | 1258 | 1234 | 19848 |

**Part 4: Teachers to Be Served with Grant Funds.** Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

| School Type                       | PK<br>(3-4) | K | 1 | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | Total |
|-----------------------------------|-------------|---|---|----|----|----|----|----|----|----|----|----|----|----|-------|
| Public                            | 3           | 5 | 7 | 15 | 43 | 50 | 28 | 12 | 15 | 15 | 13 | 11 | 11 | 12 | 240   |
| Open-enrollment<br>charter school |             |   |   |    |    |    |    |    |    |    |    |    |    |    |       |
| Public<br>Institution             |             |   |   |    |    |    |    |    |    |    |    |    |    |    |       |
| Private<br>nonprofit              |             |   |   |    |    |    |    |    |    |    |    |    |    |    |       |
| Private for-profit                |             |   |   |    |    |    |    |    |    |    |    |    |    |    |       |
| <b>TOTAL:</b>                     | 3           | 5 | 7 | 15 | 43 | 50 | 28 | 12 | 15 | 15 | 13 | 11 | 11 | 12 | 240   |



**Schedule #13—Needs Assessment**County-district number or vendor ID: 123-910

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Needs Assessment, Challenges, and Mentor-Mentee Relationships**

The BICME project Team Management understands that successful mentoring programs require careful planning and management, commitment from multiple levels, and sufficient financial and non-financial resources. According to the Legislative Budget Board (LBB) Executive Summary, Beaumont ISD has not established a formal system for mentoring and supporting beginning teachers.

In planning the BICME Project, a thorough needs assessment, gathering and analyzing data and results relative to student achievement, demographic statistics, teacher skills and competence was conducted. Survey results revealed the challenges in providing a supportive structure for mentoring activities. Fifty-seven percent of reporting campuses assessed their own mentoring programs as 'work in progress.' Only 11 percent felt that their mentoring program contained a broad range of activities and positively affected all beginning teachers. Funding for stipends, training for mentors and time for mentoring activities are the most prevalent barriers.

The analysis of administrative data revealed important findings and some troubling characteristics of teacher attrition:

1. High Turnover Rates: Variations in teacher turnover rates for individual campuses, on average, were far higher than the variation in district teacher attrition rates. Teacher turnover rates were usually higher for secondary schools, especially high schools, highly diverse campuses, and low-performing schools in meeting state/federal standards.
2. The Impact of Longevity on Teacher Attrition: Teacher attrition declined as teacher experience increased. About one-fourth to one-third of inexperienced teachers (i.e., less than 5 years experience) leave the district. Teachers' degree, ethnicity, and gender were generally not strongly associated with teacher attrition.
3. Effects of Longevity/Expertise on Teacher Turnover Rates: Turnover rates declined dramatically for teachers with more than six years teaching experience. Across the BISD campuses, high percentages (30 percent to 58 percent) of Beginner (0-2 Year) and Novice (3-5 Years) teachers left the district or moved campuses.
4. Teachers' Age and Turnover Rates: Teachers less than 30 years old were significantly more likely to move from one school to another.

Challenges to new teachers include: (1) School wide use of unique instructional approaches which the beginning teacher has little or no prior preparation. (2) Assignment of the new teacher to a subject or grade level in which he or she has no prior contact or field preparation. (3) The presence of many new teachers, all of whom need some degree of mentoring.

The lack of time for learning new skills and for getting or giving support is another prevalent obstacle for beginning teachers and their mentors. The most common expression of novice teachers is "feeling overwhelmed" by their students, by lesson planning, by new responsibilities, by paperwork, and more. At this stage, time is a most precious resource.

Upon review of teachers in need of assistance as indicated by low performance on district six-week tests, there was a high correlation between teachers in need of assistance and teachers with less than 5 years of experience. BISD Human Resources noted that currently in the district there are 152 teachers with 0-2 years of experience and 177 teachers with 3-5 years of experience.

**Schedule #13—Needs Assessment (cont.)**County-district number or vendor ID: 123-910

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| #  | Identified Need   | How Implemented Grant Program Would Address  |
|----|---|--|
| 1. | <u>High Turnover Rates:</u> Variations in teacher turnover rates for individual campuses, on average, were far higher than the variation in district teacher attrition rates. Teacher turnover rates were usually higher for secondary schools, especially high schools, highly diverse campuses, and low-performing schools in meeting state/federal standards | Program implementation of the BICME project would provide Beginning and Novice teachers at all campuses with the tools necessary to become effective and efficient teachers by improving their skills at classroom management, knowledge of curriculum, and ability to differentiate instruction. Giving teachers the tools to be successful will reduce turnover rate of teachers on all campuses.  |
| 2. | <u>The Impact of Longevity on Teacher Attrition:</u> Teacher attrition declined as teacher experience increased. About one-fourth to one-third of inexperienced teachers (i.e., less than 5 years experience) leave the district. Teachers' degree, ethnicity, and gender were generally not strongly associated with teacher attrition.                        | Inexperienced teachers indicate the feeling of being overwhelmed by the responsibilities for running their own classroom. Through the mentoring program new teachers will gain the tools and resources to assist them in being successful and the collaboration needed to answer question and concerns in a timely and meaningful manner. This support will help teachers make it beyond the 5 <sup>th</sup> year of teaching mark thereby reducing the attrition rate.  |
| 3. | <u>Effects of Longevity/Expertise on Teacher Turnover Rates:</u> Turnover rates declined dramatically for teachers with more than six years teaching experience. Across the BISD campuses, high percentages (30 percent to 58 percent) of Beginner (0-2 Year) and Novice (3-5 Years) teachers either left the district or moved to a different campus.          | Beginning and Novice teacher leave the district or resort to alternative professions due to frustration and lack of support. Through the BICME project and mentors the district will increase the level of support for Beginning and Novice teacher reducing the level of frustration. This additional support will help Beginning and Novice teachers in a feeling of success and boost the campus climate and district climate thereby affecting their mind set toward staying with the campus and district.   |
| 4. | <u>Teachers' Age and Turnover Rates:</u> Teachers who were less than 30 years old were significantly more likely to move from one school to another. Teachers' highest degree held, ethnicity, and gender were generally unimportant factors in campus-level turnover.  | Educators with degrees in non-education often seek employment in plants, their original fields of endeavor, or resort to self-employment. BISD and the BICME project provide mentoring, and professional development geared to assist new teachers in being successful. The project also provides opportunities for teachers with 6+ years of experience to continue the development of a teacher's career pathway through pursuit of the Master Math/Reading Teacher certification and development of teacher leader opportunities. Showing teachers support and future opportunities for growth will encourage teachers to remain in the field of education throughout their career. |
| 5. |   |  |

**Schedule #14—Management Plan**County-district number or vendor ID: 123-910

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| #  | Title            | Desired Qualifications, Experience, Certifications  |
|----|------------------|---|
| 1. | Mentors          | Classroom teachers with 6+ years of experience in grade level and subject areas similar to mentee. Mentor should have a proven record of success with student performance and classroom management. MMT/MRT preferred.  |
| 2. | Project Director | Strong knowledge of classroom management, curriculum, and differentiated instruction. Ability to oversee a project that encompasses the entire district and work as a lead mentor to ensure elements of the BICME project are completed. Ability to organize project materials and reports in an effective and efficient manner to ensure the proper and timely ordering of materials and payment of stipends to mentors. |
| 3. | Consultants      | Background and experience in providing professional development in the areas of mentoring, classroom management, curriculum, and differentiated instruction.  |

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| #  | Objective  | Milestone   | Begin Activity | End Activity |
|----|--|---|----------------|--------------|
| 1. | Provide mentoring to Beginning and Novice teachers to create high quality, successful teachers                                       | 1. All Beginning teachers will be assigned a mentor   | 08/20/2014     | 05/31/2016   |
|    |  | 2. Target of 50% of Novice teachers will participate in the program and be assigned a mentor  | 08/20/2014     | 05/31/2016   |
|    |  | 3. At least twice a semester the mentor will observe the mentee's classroom and give feedback   | 08/20/2014     | 05/31/2016   |
|    |  | 4. At least twice a semester, the mentee will observe the mentor's classroom and collaborate  | 08/20/2014     | 05/31/2016   |
|    |  | 5. Ongoing induction for new teachers to the district after the start of the school year  | 08/20/2014     | 05/31/2016   |
| 2. | Provide quality professional development for mentor teachers, Beginning teachers and Novice teachers that participate in the program | 1. Mentors will complete the TxBESS training  | 06/1/2014      | 08/31/2014   |
|    |  | 2. Participants will attend specialized in-service trainings targeting classroom discipline, curriculum, and differentiated instruction | 08/31/2014     | 05/31/2016   |
|    |  | 3.  | XX/XX/XXXX     | XX/XX/XXXX   |
|    |  | 4.  | XX/XX/XXXX     | XX/XX/XXXX   |
|    |  | 5.  | XX/XX/XXXX     | XX/XX/XXXX   |
| 3. | Increase the retention rates for Beginning teachers and Novice teachers throughout the program                                       | 1. Attrition rates will be cut in half after the first year of the program for program participants                                     | 08/31/2014     | 08/31/2015   |
|    |  | 2. Attrition rates will be cut in half again after the second year of the program for participants                                      | 08/31/2015     | 08/31/2016   |
|    |  | 3.  | XX/XX/XXXX     | XX/XX/XXXX   |
|    |  | 4.  | XX/XX/XXXX     | XX/XX/XXXX   |
|    |  | 5.  | XX/XX/XXXX     | XX/XX/XXXX   |
| 4. | Teachers with 6+ years of experience will have opportunities to work on their Career Pathways  | 1. Selected mentors will be able to attend a program to work toward receiving their MMT/MRT   | 08/31/2014     | 08/31/2016   |
|    |  | 2. Mentors will be able to attend conferences to improve skills needed to be better teacher leaders                                     | 08/31/2014     | 08/31/2016   |
|    |  | 3.  | XX/XX/XXXX     | XX/XX/XXXX   |
|    |  | 4.  | XX/XX/XXXX     | XX/XX/XXXX   |
|    |  | 5.  | XX/XX/XXXX     | XX/XX/XXXX   |

**Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

**Schedule #14—Management Plan (cont.)**County-district number or vendor ID: 123-910

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently BISD has a District Education Improvement Committee comprised of the Superintendent, Deputy Superintendent, other district administrators, campus professional staff members, parents, business members, and community members to plan and develop a District Improvement Plan with goals and objectives based upon district needs determined by data. Members meet at three times yearly to evaluate district progress towards goals and objectives and revise the plan as needed. Copies of minutes are posted and members of the committee report to their respective campuses. The District's newspaper "The Insider" is published at least twice yearly to communicate the vision and the progress toward the attainment of goals and objectives, and is distributed to households in the community (students, parents and community members).

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently the district is using the PACT program to help mentor new teachers. The PACT program utilizes online teacher tools and online mentors to help new teachers with basic classroom management and curriculum questions. The PACT program would continue to be used as a tool in the implementation of the BICME project alongside the TxBESS system. An important element of the BICME project is building local capacity to not only effectively implement teacher induction/mentoring, recruitment, preparation, hiring, evaluation, and professional development strategies, but to sustain those strategies beyond the grant through a strong leadership and management plan to ensure that all project participants remain committed to the project's success.

As a part of the BICME project, the district will require that the mentors continue contact and documentation of the contact with their mentees during the fall semester and spring semester. To achieve this, the district also requires all selected mentors to participate in four ½ day sessions per year (two in fall and two in spring) in which the mentor observes the classroom teaching performance of the mentee and provide feedback regarding the classroom observations. The cost of the substitute teachers that will be required to complete this task will be covered by the grant.

The district will also require the teachers being mentored to participate in four half-day sessions (two in fall and two in spring) in which mentees observe the classroom teaching performance of the mentor and conduct a collaboration session to discuss the mentee's observations of the experienced teacher's performance in the classroom. The cost of the substitute teachers that will be required to complete this task will be covered by the grant.

**Schedule #15—Project Evaluation**County-district number or vendor ID: 123-910

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| #  | Evaluation Method/Process  | Associated Indicator of Accomplishment |  |
|----|--|--|--|
| 1. | <b>Formative Evaluation:</b> Multiple Evaluation Measures: Classroom Observations by campus administrators, mentors, Instructional Lead Teachers/Coaches | 1.                                     | Number/Percentage of classrooms observed by mentor/administrators  |
|    |  | 2.                                     | Number/Percentage of classroom visits by mentors/administrators  |
|    |  | 3.                                     | Overall number/percentage of mentees implementing project strategies impacted/taught by mentors relative to TxBESS/PACT and 5-E Learning Cycle Model standards |
| 2. | <b>Formative Evaluation:</b> Quantitative Evaluation   | 1.                                     | Number/Percentage of teacher attrition/turnover rate   |
|    |  | 2.                                     | Number/Percent of positive annual evaluation to mentees (PDAS)   |
|    |  | 3.                                     | Observed number/percentage of mentors who received the TxBESS/PACT training  |
| 3. | <b>Formative Evaluation:</b> Quantitative/Qualitative Evaluation   | 1.                                     | Number/Percent of mentees with reflections relative to the project   |
|    |  | 2.                                     | Documented number/percent of mentees with positive feedbacks   |
|    |  | 3.                                     | Number/Percent of 6+ years of experience teachers with MMT/MRT   |
| 4. | Data-Driven Quantitative Evaluation  | 1.                                     | Number/Percentage of mentees retained after the first/second year  |
|    |  | 2.                                     | Number/Percentage of mentors trained and become MRT/MMT  |
|    |  | 3.                                     | Number/Percent of participants in the project  |
| 5. | Summative Evaluation: Project Effectiveness  | 1.                                     | Number/Percentage of mentees retained after the first/second year  |
|    |  | 2.                                     | Number/Percentage of student success in mentees' classroom by student subgroup   |
|    |  | 3.                                     | Overall quality of project effectiveness – Project Survey Evaluation Results   |

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The BICME project employs multiple data collection system, including campus-based, district-wide, project-level, and student-level data collection procedures. The campus-based data collection procedures comprise of number of teachers and/or mentees selected and number of principals (campus administrators) scheduled to attend the PACT/TxBESS. The district-wide data collection procedures include total number of mentees, mentors completion of the PACT/TxBESS training, professional development documentation, and student performance data.

At the student-level, academic achievement data will be collected through the Eduphoria database concerning ongoing district weekly assessments, six-week assessments, and state level testing. Data collection procedures at the project-level comprise classroom teacher and/or mentee observation, number of mentee/teacher and administrator participation, number of teachers/mentees performance on the PACT/TxBESS modules, number of teachers recruited and retained, and number of participants engaged in high-quality professional development.

Surveys will be conducted and analyzed by the BICME Program Director and the program will be adjusted to meet the ever changing needs of the participants and mentors in the program to ensure the program effectiveness.

**Schedule #16—Responses to Statutory Requirements**County-district number or vendor ID: 123-910

Amendment # (for amendments only):

**Statutory Requirement 1: Required** - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

**The BICME Project**

All new teachers to the Beaumont Independent School District, regardless to their years of experience are required to attend induction training with the district where they learn the policies and procedures for the district. In addition to the induction of all new teachers to the district, the BICME project will select mentor teachers and mentee teachers to participate in the program using the following criteria:

**Participants in the Program** (Target of 240 Participants)

- Mandatory participation in the program for teachers with 0-2 yrs experience
- Optional participation in the program for teachers with 3-5 yrs experience
- New teachers to the district with 3+ yrs of experience have the option to participate in the program
- Principals can add selected number of teachers into the program either by invitation or mandatory through growth plan

**Mentors in the Program** (\$3,500 Stipend with Target of 120 Mentors)

- Must have 6+ years teaching experience
- Effective teacher as evident by student performance (six week test, STAAR performance, Istation)
- Principal must give approval/recommendation for teacher to be a mentor
- Master Math Teachers (MMT) or Master Reading Teachers (MRT) will be encouraged to become mentors if they meet the above criteria

The BICME project outlines the participation requirements as follows:

**Participation Elements in the Program**

- All mentors will be required to attend the TxBESS training before becoming a mentor
- Mentors will meet with their mentee during the workday at the start of the school year
- Mentors will make contact with mentee weekly by email, phone, or in person to collaborate and stay informed of the needs of the mentee
- District in-service days for participants would be determined by participant's needs based on results of ongoing evaluation of individual participants such as classroom management, curriculum, and differentiated instruction
- At least two times per semester, the **mentor** will conduct a classroom observation with a collaboration session in the mentee's classroom (substitute provided for mentor)
- At least two times per semester, the **mentee** will have a classroom observation with a collaboration session in the mentor's classroom (substitute provided for mentee)
- One or two days per semester the mentee will attend additional in-service with specific goals of classroom management, curriculum, and differentiated instruction (substitute provided mentee)
- Ongoing induction program throughout the year for new teachers to the district that begin after the start of the year (substitute will be provided for the new teacher to attend induction)
- Mentors attend 1 conference/year (substitute provided for mentor)

**Schedule #16—Responses to Statutory Requirements**County-district number or vendor ID: 123-910

Amendment # (for amendments only):

**Statutory Requirement 2: Required** - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Mentors and campus administrators will be trained using the TxBESS system which includes the TxBESS Activity Profile. (TAP). The observation rubric utilized will be the iRubric by Rcampus (see appendix). Mentors will be given release time with the requirement to observe and evaluate the performance of their mentee at least two times per semester. Prior to the observation mentors and mentees will collaborate and discuss the TxBESS rubric that will be utilized during the classroom observation. In addition to the observation, the mentor must meet with the mentee after the observation to discuss the strengths and weaknesses concerning classroom management, curriculum, and differentiated instruction observed by the mentor. The goal of observation meetings is to strengthen the quality of instruction for the mentee and give any additional tools and support to the mentee for success. The observations will also be used to indicate what in-service training the mentee will need to assist in the areas of classroom management, curriculum, and differentiated instruction. Observation documentation will be delivered to the Program Director of the BICME project and reviewed by the BICME Program Director and the Project Management Team.

**Schedule #16—Responses to Statutory Requirements**County-district number or vendor ID: **123-910**

Amendment # (for amendments only):

**Statutory Requirement 3: Required** - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

**Formal Evaluation Plan and/or Process**

The BICME Management Team adopts the systems approach principles for the evaluation of the project activities. An evaluation research with a combination of '**Holistic and Action Research Evaluation Designs**,' has been chosen for this endeavor. Hence, the BICME project, in accordance and compliance with its mission and goals, will use a broad-based, integrated system of evaluation and planning to determine its effectiveness and will also utilize these results to guide future program and policy reforms and improvements.

Furthermore, the BICME Program Director and the Project Management Team will continuously monitor the extent to which the activities of the project are being implemented, the effectiveness of the activities in achieving stated goals and objectives, the impacts of these goals/objectives and strategies/activities on the targeted teacher/mentees, students, and the extent to which performance outcomes are being met through:-

- ☒ PACT/TxBESS training
- ☒ Classroom observations (at least twice per semester)
- ☒ Mentor-mentee interaction
- ☒ Classroom management/student discipline
- ☒ The teachers/mentees retention rate
- ☒ The TxBESS Activity Profile (TAP) log as well as the teacher/mentees/mentor reflection sessions where:-
  - Teachers will evaluate the effectiveness of the mentor-mentee suitability/compatibility, interaction, and comfort;
  - Students will evaluate the level of student-teacher interaction, instructional delivery methods, classroom management/discipline, academic progress, and student-student interaction;
  - Parents who attend the teacher's/mentee's classroom will evaluate him/her based on initial and final classroom visits;
  - Mentors and School/District administrators will evaluate the effectiveness of the reports and the ability of the reports to suggest remediation and acceleration strategies.
  - By comparing student progress using the Eduphoria database, with STAAR, and BISD six-week assessments, a correlation can be drawn between teacher/mentee and mentor match/mismatch, as well as improved teacher success in the project.

The CLASS Rubric by Teachstone will be utilized as the evaluation rubric. The domains are: Emotional Support, Classroom Organization and Instructional Support. (see appendix)



**Schedule #16—Responses to Statutory Requirements**County-district number or vendor ID: 123-910

Amendment # (for amendments only):

**Statutory Requirement 4: Required** - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

One goal of the BICME project is to encourage collaboration between mentor and mentee. The Director of the BICME program will make an effort to assign mentors to mentees on their own campus to create a system where collaboration is a continuous process.

The BICME project will require weekly mentor-mentee contact/collaboration by email, phone, or in person mentee/mentor reflection on the experiences, implementation of their pedagogical strategies/classroom management, instructional delivery, student assessment, data disaggregation, lesson plans, and student-teacher and mentee-mentor affiliation and interaction.

Negative reflections will be noted and corrective actions taken to thwart the ill feeling during the subsequent weeks and student growth will be recorded to determine if there has been a realized project goal/objective relative to mentee's or teacher's performance.

Collaboration between mentor and mentee will also occur during the observation days per semester when the mentor visits the mentee's class and when the mentee visits the mentor's class.

**Collaboration Opportunities in the Program**

- Mentors will meet with their mentee during the workday at the start of the school year
- Mentors will make contact with mentee weekly by email, phone, or in person to collaborate and stay informed of the needs of the mentee
- At least two times per semester, the **mentor** will conduct a classroom observation with a collaboration session in the mentee's classroom (substitute provided for mentor)
- At least two times per semester, the **mentee** will have a classroom observation with a collaboration session in the mentor's classroom (substitute provided for mentee)

**Schedule #16—Responses to Statutory Requirements**County-district number or vendor ID: 123-910

Amendment # (for amendments only):

**Statutory Requirement 5: Required** - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

**BISD and BICME Project High-Quality Professional Development Plan and Strategies**

The BICME Project Management Team will ask the campus administrators to identify one or two experienced teachers on the campus who are not TxBESS trained and who have expressed an interest in becoming TxBESS trained to become future teacher mentors. It is important that the interest in becoming a mentor come directly from the teacher rather than having the campus administrator require for this person to become TxBESS trained. The Mentor Teacher Application/Contract form (see attached form in the Appendix) will be used to solicit volunteers who are interested in becoming future mentors. It is also important for the campus principal to approve of the teachers who will be recommended to receive the training.

TxBESS training sessions will be scheduled with the Region 4 Education Service Center for this school year. These sessions will successfully train additional teachers throughout the district at all instructional levels to become TxBESS mentors. If a non-TxBESS trained teacher has already been assigned to mentor a Beginner and/or a Novice Teacher, these non-TxBESS trained teachers must attend the TxBESS training sessions. Principals will also be invited to attend TxBESS training.

The Beaumont Independent School District provides 2 days of staff development at the start of the school year as well as a staff development day in the fall and in the spring. In addition to the scheduled district staff development days, participants in the program will have one or two additional days in the fall and one or two days in the spring scheduled for staff development. All district staff development days and additional staff development days scheduled for participants will be targeted toward areas in need of improvement as indicated in the mentor observations and student assessment data. All staff development programs for participants will center on classroom management, curriculum, and differentiated instruction while complying with state requirements concerning staff development. Prior to crafting the staff development plan for the BICME project a needs assessment to gather information relative to professional development needs for new and novice teachers was done. The results indicated a need for classroom management, curriculum and differentiated instruction strategies.

Mentees struggling to be successful with students will be given additional staff development as needed in every attempt to make them a successful and effective teacher. Ongoing professional development activities customized to meet identified teacher needs will be provided. BISD's teachers have participated in a wide variety of required district-wide training, however the staff development often fails to transfer from the workshop to the classroom because we have been unable to offer ongoing, on-site support and professional development targeted to teachers' needs.

**Schedule #16—Responses to Statutory Requirements**County-district number or vendor ID: 123-910

Amendment # (for amendments only):

**Statutory Requirement 6: Required** - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

**BISD and BICME Project Incentive Plan and Strategies**

The incentive or compensation plan is qualification-dependent (6+ years of experience, successful student performance, recommendation by principal, number of mentors needed based on number of mentees by grade level and subject area) based on needs as well as number of teachers/mentees needing assistance and sufficiency of mentor pool.

Teacher Categorization and Mentor Selection and Assignment

In order to assign mentors to teachers, the BICME Program Director and the project Management Team categorized the different types of teachers on our campuses. The BISD Administrative and consortium staff have decided to categorize campus teachers (based on their cumulative years of teaching experience) as: (1) Beginner (zero to 2 years), Novice (3-5 years), Practitioner (6-10 years), Scholar (11-19 years), and Expert (at least 20 years). This categorization stemmed from the research on teacher attrition (district-wide and campus-based) as documented in literature.

TxBESS Mentors: The TxBESS trained mentors will be assigned to new or beginning teachers (Beginners) with at most two years of teaching experience and third to fifth-year teachers (Novice Teachers) who may need additional support. These mentors will provide structured support that includes a formal observation and keeping a log of support. They will be eligible for a stipend as listed below.

Mentor Schedule of Payment (Total = \$3,500.00/Mentor/Year):

All payments to the mentors (a total of \$3,500.00) should be scheduled as follows:

- ⌚ Upon completion of the initial (FIRST) PACT/TxBESS training → \$500.00.
- ⌚ At the end of the first semester → \$1,500.00.
- ⌚ At the end of the second semester → \$1,500.00.

Select mentor teachers will be provided the opportunity to work toward and complete their MMT/MRT certification. The course work will be paid for by the grant.

Mentors will also be offered the opportunity to attend a conference to develop the mentor's knowledge of classroom discipline, curriculum, and differentiated instruction. The cost associated with the conference will be paid by the grant.

**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 123-910

Amendment # (for amendments only):

**Statutory Requirement 7: Preferred** - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

**BISD and BICME Project Recruitment and Retention Plan and Strategies**

Beaumont ISD has continuously maintained the quality of its instructional staff by recruiting permanent, Highly Qualified Teachers (HQT). The new recruitment and Retention Plan for Highly Qualified Teachers and Paraprofessionals (HQTP) will allow BISD to rigorously seek, recruit, and retain a pool of HQTP through its on-going partnerships with Teacher Education Departments at Lamar University, Texas State University, McNeese State University, University of Houston, Louisiana State University (LSU), Prairie View A & M University, etc.; the provision of paraprofessional training offered by BISD Title I and Professional Development Departments; and offering incentives and/or stipends to teachers with credentials in the areas of Mathematics, Special Education, and Science.

The major areas of focus of the BISD Recruitment and Retention Plan for HQTP are:

1. Development and implementation of HQTP plan
2. Recruitment/retention of HQT from a variety of sources (e.g., Mathematics, Science, ELR/Reading, Social Studies, Fine Arts, and racial/ethnic groups).
3. Provision of a mentoring and induction programs and support for newly hired teachers.
4. Provision of high-quality professional development opportunities for all instructional faculties/staff, collaboration with higher education Teacher Preparation Departments for a pool of HQT.

**BICME Project Early Hiring Practices**

BISD and the BICME Project staff have decided that campus principals and district administrators will embark in an ongoing early recruitment of highly qualified teachers and paraprofessionals every semester and during the summer of every year. This process involves on-site interview of prospective teachers/staff, encouragement to participate in the district-wide and campus-based ongoing professional/staff development, and a promissory note of \$5,000.00 (\$2,500.00 per semester) if the content subject is Science, Mathematics, or Special Education.

**Teacher Retention**

The proper implementation of the support and development functions of the professional development model will then lead to increased teacher retention by:

- ☒ establishing a school-wide mentoring environment for the induction period;
- ☒ providing initial attention on teachers' needs and induction support rather than assessment;
- ☒ giving a broader resource base for teachers and mentors;
- ☒ contributing to increased teacher efficacy; and
- ☒ ultimately leading to increased effectiveness and professional satisfaction.

**Schedule #16—Responses to Statutory Requirements**County-district number or vendor ID: 123-910

Amendment # (for amendments only):

**Statutory Requirement 8: Preferred** - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

**Teacher Development and Career Pathways**

- Mentors will be required to complete the Texas Beginning Educator Support System (TxBESS) training or similar program through an ESC or consultant if they have not completed the training previously
- If mentor teacher is not MMT or MRT, they can apply for funding to attend preparation programs to gain the MMT or MRT certification through this grant (a selected number of applicants would be funded to attend the programs with a requirement to remain in district for an additional three years)
- Master teachers will be encouraged to conduct professional development sessions for district staff development days and additional staff development days conducted for teachers participating in the program
- District and campus administrators will be able to see mentor teachers in teacher leadership roles and will encourage teachers to continue developing leadership skills and pursue advanced degrees to expand career options

**Schedule #16—Responses to Statutory Requirements (cont.)**County-district number or vendor ID: 123-910

Amendment # (for amendments only):

**Statutory Requirement 9:** If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**NOT APPLICABLE**

**Statutory Requirement 10:** If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

**NOT APPLICABLE**

**Schedule #16—Responses to Statutory Requirements (cont.)**County-district number or vendor ID: 123-910

Amendment # (for amendments only):

**Statutory Requirement 11:** If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**NOT APPLICABLE**

**Statutory Requirement 12:** If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**NOT APPLICABLE**

**Schedule #17—Responses to TEA Program Requirements**County-district number or vendor ID: 123-910

Amendment # (for amendments only):

**TEA Program Requirement 1:** Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The time, energy, and resources required to develop a new teacher into a high quality experienced teacher are extensive. Release time for mentor/mentee collaboration alone is cost prohibitive when looking at the number of days truly needed for meaningful collaboration. It is also difficult to find mentors willing to donate the required time to be effective mentors without compensations. In addition, mentors without training are similar to new teachers without additional staff development. Teachers need training to be quality mentors that can be helpful to their mentees.

Beaumont Independent School District does not currently have a standardized mentoring program and with the budget constraints felt by all school district across the state of Texas, BISD does not have the resources necessary to fund a mentor program this extensive.

The Educator Excellence Innovator Program (EEIP) grant funds are needed to provide mentor teachers training to be more effective mentors, additional professional development for Beginning and Novice teachers to make them successful, and provide time needed for observations and collaborations between mentor and mentee.



**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 123-910

Amendment # (for amendments only):

**TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan.** Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**BISD and BICME Project Integrated Timeline for the Successful Project Implementation and Completion**

| <b>Milestones</b>  | <b>Critical Success factors</b> |   | <b>Expected Start/End Dates</b> |
|--|---------------------------------|---|---------------------------------|
| Selection of mentors for the BICME Project   | 1                               | Principals recommend teachers to serve as mentors   | 04/01/2014/05/31/2014           |
|  | 2                               | Mentors are reviewed, selected and notified   | 05/31/2014/06/15/2014           |
|  | 3                               | Mentors are trained in the TxBESS system  | 07/01/2014/08/31/2014           |
| Participant are selected and assigned mentors  | 1                               | Participants are identified and notified for participation in the program (new participants can be added if they are identified by campus leaders or if they are new teachers to the district after the start of the school year) | 04/01/2014/08/31/2016           |
|  | 2                               | Participants are assigned mentors with regard to grade level and subject area   | 07/01/2014/08/31/2016           |
|  | 3                               | Mentors contact and meet with their mentee  | 08/15/2014/08/31/2016           |
| Mentors observe and collaborate with mentees   | 1                               | At least two times per semester the mentor observes their mentee's classroom  | 08/31/2014/05/31/2016           |
|  | 2                               | Mentors debrief and collaborate with their mentees concerning the classroom observation   | 08/31/2014/05/31/2016           |
|  | 3                               | At least two times per year the mentee observes the mentor's classroom and collaborates with the mentor   | 08/31/2014/05/31/2016           |
| Mentees attend staff development targeting skills noted from the mentor observations | 1                               | Mentor's notes are collected and reviewed for areas the mentee needs staff development  | 08/31/2014/05/31/2016           |
|  | 2                               | Staff development is assigned for mentees and they are notified of staff development dates and locations  | 08/31/2014/05/31/2016           |
|  | 3                               | Mentees needing additional staff development will be provided the staff development as needed   | 08/31/2014/05/31/2016           |
| Select mentors will work toward their MMT/MRT certification                          | 1                               | Mentors will apply for selection in the MMT/MRT program   | 05/31/2014/08/31/2015           |
|  | 2                               | Selected mentors will be notified and registered for a MMT/MRT program  | 08/31/2014/08/31/2016           |

**Schedule #17—Responses to TEA Program Requirements (cont.)**County-district number or vendor ID: 123-910

Amendment # (for amendments only):

**TEA Program Requirement 3:** Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Support System for the BICME Project and B!SD Stakeholders**

The **Superintendent of Schools** will provide and set high standards for the academic and social development of all students and the performance of teachers and staff. He will create a culture of continuous learning for teachers tied to student learning and district goals. He understands that in order for teachers to improve, a team effort of all departments in the district must work together and engage in continuous cycles of improvement. This provides a unity of purpose, a consistency of practice, and ownership through collegiality and collaboration for change. Our **Deputy Superintendent and Assistant Superintendent** will conduct interviews to ensure and establish mechanisms for monitoring the progress of mentees, mentors, principals, and directors to determine mentee progress by evaluation. The Deputy and Assistant Superintendents understand there is value in embedding staff development within collegial and collaborative planning and ensuring ideas are shared. The department of research and planning, **Assistant Superintendent**, will evaluate each six weeks and semester the growth of mentees, through attendance and participation in professional development being offered. The **Director of Staff Development** will ensure protocols are in place to develop and implement an effective system of staff development that will focus in the areas of classroom management, curriculum and differentiated instruction. The department will collect and maintain all records of staff development that will be offered to mentees. The **Title Director** will implement the process of teacher improvement by organizing and planning for teacher improvement and implementing and monitoring the mentor efforts. The Title team will collect and analyze data, develop goals, and communicate with the team about the work of the project. **Executive Director of Personnel** will work with principals to ensure that in a timely manner all new teachers hired are included in the program.

**Region Service Centers** will be used to provide training for our mentors in order to utilize the trainer of trainer concept. **Lamar University** will work with the district to provide MMT/MRT certifications for our mentors.

The signed letters of support are included in the appendix.

Teachers routinely request through grade level/department meetings, vertical team meeting, and district staff development meetings for additional time for staff development, collaboration and planning to implement, sustain, and strengthen Best Practices.

**TEA Program Requirement 4:** Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**BICME Project/EEIP Participants/School Partners**

The BICME project will be a district-wide program servicing all campuses with teachers meeting the participation requirements.